

Bampton Church of England Primary School

Bowling Green Close, Bampton, Oxfordshire, OX18 2NJ

Inspection dates 4–5 March 2015

Overall effectiveness	Previous inspection:	Requires improvement	3
	This inspection:	Good	2
Leadership and management		Good	2
Behaviour and safety of pupils		Good	2
Quality of teaching		Good	2
Achievement of pupils		Good	2
Early years provision		Good	2

Summary of key findings for parents and pupils

This is a good school.

- The headteacher provides strong leadership and constantly checks on the quality of teaching. She gives good advice to teachers to help them improve pupils' learning in lessons.
- Teaching has improved since the last inspection and is now good. Teachers check on pupils' progress carefully. They use this information to plan lessons that match the abilities of different groups of pupils.
- Pupils now make good progress overall in reading, writing and mathematics.
- Attainment has risen since the last inspection and is now above the national average overall at the end of Key Stages 1 and 2.
- Children in the early years make good progress in their learning due to good teaching.
- Behaviour is good. Pupils are typically polite, and respect each other and adults in the school.
- The school works well to help keep pupils safe. Pupils are given talks by local police and fire officers about keeping safe at home and when out of school.
- Governors question effectively senior leaders about the quality of teaching and pupils' progress. This is an improvement since the last inspection.

It is not yet an outstanding school because

- The progress of some pupils in mathematics is not as rapid as in reading and writing across Years 3 and 4.
- Middle leaders do not regularly check on the quality of teaching or give teachers guidance on how to improve their teaching.
- Teaching is not outstanding. Sometimes teachers' questioning is not effective in checking that pupils understand what they are learning.
- Comments from teachers in marking are sometimes not clear enough for pupils to consistently respond to and improve their work.

Information about this inspection

- The inspector visited eight lessons and observed seven teachers. The headteacher and inspector observed three lessons together.
- Meetings were held with senior staff, members of the governing body and a group of pupils. The inspector had a telephone conversation with a representative from the local authority.
- The inspector heard a number of pupils read and examined samples of pupils' work with the headteacher.
- A variety of school policies and documents were scrutinised. These included procedures to keep pupils safe; school records showing pupils' progress over time; teachers planning; and the school's own judgements about the quality of teaching and pupils' achievement.
- The opinions of 33 parents who completed the Parent View questionnaire on the Ofsted website were taken into account.
- The views of 16 staff who completed an Ofsted questionnaire were examined.

Inspection team

James Henry, Lead inspector

Additional Inspector

Full report

Information about this school

- The school is smaller than the average-sized primary school.
- Almost all pupils are White British.
- The proportion of disabled pupils or those with special educational needs is broadly in line with the national average.
- There are very few disadvantaged pupils in the school. About one in eight pupils are supported by the pupil premium. This is below the national average. The pupil premium is extra government funding for pupils known to be eligible for free school meals, and children who are looked after.
- There is part-time early years and childcare provision managed by the governing body in a separate nursery for children who are aged three years and younger. This was not part of the inspection and reports about this provision can be found separately on the Ofsted website.
- Children in the early years in school are taught full time in a Reception class.
- There are before- and after-school clubs managed by the governing body.
- The school meets the government's current floor standards. These are the minimum expectations for pupils' attainment and progress by the end of Year 6 in reading, writing and mathematics.

What does the school need to do to improve further?

- Improve the quality of teaching to be regularly outstanding by ensuring that:
 - teachers' questioning constantly checks that pupils understand what they are learning and fully extends their thinking
 - teachers' comments in marking are always clear for pupils in how to improve their work, and that pupils respond consistently to the advice given
 - middle leaders regularly check on the quality of teaching and give teachers clear guidance, sharing ideas that will help them improve pupils' learning in lessons.
- Increase pupils' progress in mathematics across Years 3 and 4 by improving their:
 - ability to use calculation skills in different mathematical activities, especially when solving problems
 - use of mathematical language so that they can explain their reasoning and thinking
 - opportunities to use mathematical skills in other subjects.

Inspection judgements

The leadership and management are good

- The headteacher, supported by the governing body, provides strong leadership that has over time brought about significant improvements in the school, especially in teaching and pupils' achievement.
- Since the last inspection the headteacher has improved the quality of teaching through regular observations of lessons. She provides good advice to teachers in how to improve pupils' learning. Consequently, teaching is now typically good.
- Senior leaders check on different groups of pupils' progress constantly. This information is used well to manage the performance of teachers and hold them to account for the progress of pupils in their classes. This ensures that any promotion or increases in pay are clearly linked to teachers' success in the classroom.
- Middle leaders do not regularly check on the quality of teaching in order to give guidance that would help teachers improve.
- Pupils are provided with a wide range of subjects and activities. These help to foster pupils' personal development. For example, the school has strong links with the local church, and the vicar leads assemblies to promote pupils' spiritual and moral development. Residential visits, sporting activities and themed weeks such as 'art week' help nurture pupils' social and cultural development.
- Subjects are often linked and taught together in topics, for example a recent project on 'China'. Pupils say this makes learning enjoyable. The school uses this approach, as well as religious education lessons, to help pupils gain an understanding of different cultures and faiths. This helps develop pupils' tolerance and respect for others, and prepares them well for life in modern Britain.
- Pupils are taught about the importance of obeying the law and how Britain is governed, and older pupils visit the Houses of Parliament to see the process of government in action. Pupils also have the experience of holding elections and voting for their representatives on the school council. Local police officers regularly visit the school to talk to pupils about their roles.
- The additional funding from the pupil premium is used well. It pays for teaching assistants to provide extra support for disadvantaged pupils to help ensure they make good progress in their learning. This is an example of how the school ensures that all pupils have an equal opportunity to learn, and that none suffers any discrimination.
- Pupils have access to a variety of sporting activities paid for partly through the sports funding. This additional funding has been used to hire qualified coaches to work with pupils and staff in different sports such as hockey, netball and athletics. It has also financed employment of a member of staff to lead sport, helping to ensure that pupils are more permanently encouraged to take up sport and live a healthy lifestyle. To measure the difference that sporting activities are making to their health, pupils complete a 'PE Passport' that records improvements in their fitness.
- The school works well with parents. For example, workshops help parents understand how to keep their children safe when using the internet. As well as helping to keep pupils safe, this type of activity has fostered good relationships with parents.
- Safeguarding meets requirements, and arrangements are effective in helping to keep pupils safe. All adults are thoroughly checked before being employed in the school. Staff are regularly trained in child protection procedures. The school works well with outside agencies to support families and pupils in need.
- The local authority has provided good support through linking the school with a local outstanding school to share good practice. This support has gradually been withdrawn as the school continues to improve. The school currently has 'light touch' support from the local authority.
- **The governance of the school:**
 - The effectiveness of the governing body has improved since the last inspection. Governors accompany the headteacher on visits to classrooms and look at pupils' work. This helps them to have a good understanding of the quality of teaching and how well pupils are progressing. Governors understand how pupils' progress is measured. They question senior leaders effectively about how pupils' achievement compares with other schools nationally. There are effective systems in place to manage the performance of the headteacher and staff. Governors set the headteacher appropriate targets based on the priorities for improving the school. They check that teachers are successful in the classroom before agreeing any pay enhancements, and question senior leaders to ensure that any underperformance in teaching is properly addressed.

The behaviour and safety of pupils are good**Behaviour**

- The behaviour of pupils is good. Pupils are typically polite and respectful to each other and to adults in the school. They say that behaviour is normally good around school, in the dinner hall and in class.
- Pupils say that sometimes pupils talk in lessons when they are not supposed to, but stop when teachers correct them. Very little disruption to learning in lessons was observed during the inspection.
- Most parents who completed the Parent View survey felt that the school made sure pupils behave well.
- Pupils have good attitudes, say they enjoy school and are keen to learn. This is reflected in attendance which is above the national average.
- Staff manage the behaviour of pupils well, especially those who may have emotional difficulties, or have problems managing their own behaviour.

Safety

- The school's work to keep pupils safe and secure is good.
- Pupils say they feel safe in school because there is very little bullying. They have confidence in staff to deal with any problems that might happen.
- Activities such as 'Junior Citizen' where pupils are taught how to stay safe in different situations help pupils keep themselves safe. Pupils are taught how to stay safe on the internet through 'e-safety' workshops.
- The responses from the Parent View survey showed that almost all the parents felt that their child was safe in school.

The quality of teaching is good

- Teachers have good subject knowledge and normally plan lessons that interest pupils. Tasks are generally pitched at the right level for pupils of different abilities. This includes planning activities that stretch the most-able pupils. As a result different groups of pupils, including the most able, make good progress in reading, writing and mathematics.
- Teachers regularly check on the progress of different groups of pupils. They use this information to provide extra support for pupils who may be struggling, including disadvantaged pupils, to help them catch up with their peers.
- Teaching assistants support disabled pupils and those with special educational needs well. They make sure that they are fully involved in their learning in lessons and make good progress.
- The school has a good system to develop pupils' early reading skills. When reading, younger pupils in Year 1 can break down the different sounds to read unfamiliar words. As a result, pupils make good progress in reading and read well with fluency.
- Pupils' work is marked regularly, with teachers providing suitable guidance for pupils about how to improve their work. Sometimes the comments are not clear enough for pupils to understand how they could improve their work, and consequently pupils do not always benefit from the advice given.
- Relationships in lessons are good. Pupils are keen to learn, and respond eagerly to teachers' questions.
- Teachers do not always check that pupils understand what they are learning or help them to extend their thinking further. This occasionally slows pupils' learning.

The achievement of pupils is good

- School assessments, pupils' work, and results from national tests show that the different groups of pupils all make good progress overall in reading, writing and mathematics.
- Disabled pupils and those with special educational needs make good progress, especially in reading and writing. This is mainly because they are given clearly focused support with activities that are pitched at the right level for their abilities.
- The most-able pupils are given suitably challenging tasks and make good progress. The proportion of pupils in Year 6 in 2014 who achieved the higher levels in the national tests was significantly above the national average, especially in reading and writing.
- Attainment is rising across the school. Results from national tests at the end of Key Stages 1 and 2 in 2014 show attainment overall to be above the national average. Reliable school assessments show that pupils currently in Years 2 and 6 are also on track to reach standards in reading, writing and mathematics in 2015 above the latest national averages.

- Due to the small numbers of disadvantaged pupils in the school, national statistics cannot be guaranteed to provide an accurate basis on which to judge if the achievement gap is closing over time (there were no disadvantaged pupils at the end of Year 6 in 2013).
- When compared with other pupils nationally, disadvantaged pupils left the school in 2014 just over a term behind in reading and writing and about two terms behind in mathematics. When compared with other pupils in the school, disadvantaged pupils left in 2014 about two terms behind in reading and writing and three terms behind in mathematics. Teachers' assessments show that the gap is closing across the school. Disadvantaged pupils across the school are making good progress and sometimes better progress than other pupils in the school in reading, writing and mathematics.
- Due to pupils generally making good progress, almost all reached the expected standards in the reading check at the end of Year 1.
- School assessments show that the progress of some pupils in mathematics across Years 3 and 4 is not as rapid as in reading and writing. This is because they struggle to use their calculation skills, especially when solving problems. When asked about how they were working out different calculations, some pupils had difficulty in using appropriate mathematical language to explain their thinking and reasoning.

The early years provision

is good

- Children make good progress across the early years in the different areas of learning, especially in their physical and personal development.
- Children's work and teachers' assessments show the most able make good progress particularly in developing their early reading, writing and counting skills. For example, some children were seen competently writing simple sentences.
- Disabled children and those with special educational needs are well supported by staff who plan activities to match their abilities. As a result they make good progress, especially in their social and emotional development.
- Almost all of the children who left the early years in 2014 had a good level of development, and were well prepared to continue their education in Year 1.
- Teaching is good. Staff plan well together, carefully recording individual children's progress and using this information to plan activities that build on their previous learning.
- Questioning is used well to involve children in activities when they are learning with staff. There are times when questioning does not fully challenge children's thinking when they are learning through play activities.
- Children behave well, for example, in cooperating with each other and sharing play equipment and toys.
- Relationships are good. As a result, children feel safe and develop in self-confidence.
- Staff help children keep themselves safe through explaining about possible risks, exploring with them safe ways to play and carry out different activities.
- The early years are well led and managed. Leaders carefully check the overall progress of children in the different areas of learning. They use this information to plan actions to address any areas where their learning may not be as quick.
- Leaders liaise well with the neighbouring nursery, and parents to get to know the other children before they enter the Reception class. This helps children to settle in quickly, ready to learn.

What inspection judgements mean

School	Grade	Judgement	Description
	Grade 1	Outstanding	An outstanding school is highly effective in delivering outcomes that provide exceptionally well for all its pupils' needs. This ensures that pupils are very well equipped for the next stage of their education, training or employment.
	Grade 2	Good	A good school is effective in delivering outcomes that provide well for all its pupils' needs. Pupils are well prepared for the next stage of their education, training or employment.
	Grade 3	Requires improvement	A school that requires improvement is not yet a good school, but it is not inadequate. This school will receive a full inspection within 24 months from the date of this inspection.
	Grade 4	Inadequate	<p>A school that has serious weaknesses is inadequate overall and requires significant improvement but leadership and management are judged to be Grade 3 or better. This school will receive regular monitoring by Ofsted inspectors.</p> <p>A school that requires special measures is one where the school is failing to give its pupils an acceptable standard of education and the school's leaders, managers or governors have not demonstrated that they have the capacity to secure the necessary improvement in the school. This school will receive regular monitoring by Ofsted inspectors.</p>

School details

Unique reference number	123114
Local authority	Oxfordshire
Inspection number	453548

This inspection of the school was carried out under section 5 of the Education Act 2005.

Type of school	Primary
School category	Voluntary controlled
Age range of pupils	4–11
Gender of pupils	Mixed
Number of pupils on the school roll	128
Appropriate authority	The governing body
Chair	Fiona Farmer
Headteacher	Carol Phillips
Date of previous school inspection	7 March 2013
Telephone number	01993 850371
Fax number	01993 850371
Email address	office.3131@bampton.oxon.sch.uk

Any complaints about the inspection or the report should be made following the procedures set out in the guidance 'raising concerns and making complaints about Ofsted', which is available from Ofsted's website: www.ofsted.gov.uk. If you would like Ofsted to send you a copy of the guidance, please telephone 0300 123 4234, or email enquiries@ofsted.gov.uk.



You can use Parent View to give Ofsted your opinion on your child's school. Ofsted will use the information parents and carers provide when deciding which schools to inspect and when and as part of the inspection.

You can also use Parent View to find out what other parents and carers think about schools in England. You can visit www.parentview.ofsted.gov.uk, or look for the link on the main Ofsted website: www.ofsted.gov.uk

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory and Support Service (Cafcass), schools, colleges, initial teacher training, work-based learning and skills training, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

Further copies of this report are obtainable from the school. Under the Education Act 2005, the school must provide a copy of this report free of charge to certain categories of people. A charge not exceeding the full cost of reproduction may be made for any other copies supplied.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 4234, or email enquiries@ofsted.gov.uk.

You may copy all or parts of this document for non-commercial educational purposes, as long as you give details of the source and date of publication and do not alter the information in any way.

To receive regular email alerts about new publications, including survey reports and school inspection reports, please visit our website and go to 'Subscribe'.

Piccadilly Gate
Store St
Manchester
M1 2WD

T: 0300 123 4234
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.ofsted.gov.uk

© Crown copyright 2015

